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AUTHOR	Janesick, Valerie J.
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ABSTRACT

This book was written to be a comprehensive snapshot of the field of curriculum trends over time. The information included in the book was guided by three criteria: (1) The trend must have been present in some form for 5 to 10 years or longer; (2) the trend had to be of interest at federal, state, and local levels; and (3) the trend had to resonate with teachers, curriculum leaders, and administrators, as evidenced by print or nonprint media. Chapter 1 presents an overview of the field. It discusses traditional, reconceptual, and postmodern views of curriculum trends; legal cases that shaped curriculum trends; integrated thematic units; curriculum as ethical, aesthetic, and autobiographical work; and understanding curriculum through standards and assessment. Chapter 2 presents a timeline of how the trends developed historically. Chapters 3 and 4 provide resources to organizations that support or relate to curriculum tends and major print and nonprint resources on curriculum trends. Chapter 5 looks at hopeful trends for the future. Included in appendices are a glossary; questions for reflection on curriculum as ethical text; an example of curriculum as spiritual text; and examples of reflections on curriculum as racial text. (WFA)

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